STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

State Normal School
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Salem, Mass.

FIFTY-SIXTH YEAR

1909-1910

STATE NORMAL SCHOOL--SALEM, MASS.

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Instructors.

The Normal School.

JOSEPH ASBURY PITMAN, ... Principal.
Theory and Practice of Teaching, History of Education.

Harriet Laura Martin, ... Algebra, Geometry, Latin.

Jessie Putnam Learoyd, ... English.

Charles Frederick Whitney, ... Manual Arts.

Mary Alice Warren, . Physiology, Physical Training, Nature Study, Gardening.

Gertrude Brown Goldsmith, A.B., . . Psychology, Zoölogy, Botany.

Frances Boutelle Deane, United States History, Civics, History of Commerce. Librarian.

Helen Hood Rogers, ... Reading, Physical Training.

Cassie Lucretia Paine,[1] . Supervisor of Practice Teaching. Child Study..

Fred Willis Archibald, ... Music.

Harriet Emma Peet, ... Literature, Arithmetic.

Louise Caroline Wellman, . . . Secretary. Typewriting.

Sumner Webster Cushing, S.B., . . . Geography, Physiography, Economic Geography.

Frederick Walter Ried, ... Manual Training.

Arthur John Meredith, Ph.B., Bookkeeping, Commercial Law, Economics.

Mary Louise Smith, A.B., . . . Shorthand, Typewriting, Commercial Correspondence.

Clara Ellen Townsend, Ph.B., . Shorthand, Arithmetic, Penmanship.

Charles Elmer Doner, ... Penmanship.

May Heath Noyes, ... Kindergarten Methods.

Walter George Whitman, A.M., . Physics, Chemistry, Physiography.

Training Department.

The Practice School.

Herbert Leslie Rand, Principal, . . . Grade Eight. Gardening.

Maud Sarah Wheeler, ... Grade Seven. Sewing.

Marjorie Huse, ... Grade Six. Sewing.

Bessie Jordan Welch, ... Grade Five. Sewing.

Sallimae Merrill Dennett, ... Grade Four.

Mary Elizabeth James, ... Grade Three.

Bertha Louisa Carpenter, ... Grade Two.

Gertrude March, ... Grade One.

May Heath Noyes, ... Kindergarten.

[1] Absent on leave; Mabel Lucile Hobbs, substitute, 1909-1910..

The Bertram School.

Eliza Clara Allen,	Grades Three and Four.
Susan Ellen Ropes,	Grade Two.
Mildred May Moses,	Grade One.
Alice Martha Wyman,	Kindergarten.

The Farms School, Marblehead.

Gertrude E. Richardson,	Ungraded.

The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School and the Salem High School.

Officers of the Salem Normal Association.

1907-1910.

Miss Harriet L. Martin, Salem (Class XXIII.),	*President.*
Mrs. Abbie Richardson Hood, Beverly (Class LVII.),	*Vice-President.*
Miss Dorothea C. Sawtell,[1] Peabody (Class LXVIII.),	*First Secretary.*
Miss Mary A. Grant, Salem (Class LXX.),	*Second Secretary.*
Miss Frances B. Deane, Salem (Class LXXXVII.),	*Treasurer.*
Mrs. Elizabeth R. Horton, Boston (Class I.),	*Directors.*
Miss Sophia O. Driver,[2] Salem (Class XVIII.),	
Mrs. Caroline E. Tenney, Wollaston (Class XXXVII.),	
Miss Mabel Bennett Davis, Roslindale (Class LXI.),	
Miss Lillian W. Downing, Beverly (Class LXXVII.),	

Officers, Senior Class.

Gertrude B. Ward,	*President.*
Margaret M. Carroll,	*Vice-President.*
Madeleine L. Slade,	*Secretary.*
Lawrence W. Wilbur,	*Treasurer.*

Members of the School Council.

J. Asbury Pitman,	*Faculty.*
Harriet L. Martin,	
Harriet E. Peet,	
Gertrude B. Ward,	*Senior Class.*
Dorothy Perry,	
Nellie E. Mulligan,	
Margaret S. Simonds,	*Junior Class.*
Ethel M. Poor,	
Maude W. Nelson,	

[1] Resigned.

[2] Died September, 1908.

Calendar for 1910-1911.

Spring Recess.

From close of school on Saturday, February 26, 1910, to Tuesday, March 8, 1910, at 9.20 A.M.

From close of school on Saturday, April 30, 1910, to Tuesday, May 10, 1910, at 9.20 A.M.

Graduation.

Tuesday, June 21, 1910, at 10.30 A.M.

First Entrance Examinations.

Thursday, June 23, 1910.[1]

8.30–9.30 A.M. — Registration.
9.30–11.30 A.M. — Group I.
11.30 A.M.–12.30 P.M. — Group III.
2–4 P.M. — Group IV.

Friday, June 24, 1910.[1]

8.30–9.30 A.M. — Registration.
9.30–11.30 A.M. — Group II.[2]
11.30 A.M.–12.30 P.M. — Group V.
9.30–11 A.M. — Group VI. (*a*).
11 A.M.–12.30 P.M. — Group VI. (*b* and *c*).
1.30–2.30 P.M. — Group VI. (*d*).
2.30–3.30 P.M. — Group VI. (*e*).
3.30–4.30 P.M. — Group VI. (*f*).

Saturday, June 25, 1910.

Eighteenth Triennial Convention of the Salem Normal Association.

Second Entrance Examinations.

Tuesday and Wednesday, September 6 and 7, 1910.

(Hours and order as above.)

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[1] Individual examinations in reading will be given throughout the day.

[2] Candidates who have conflicts between Groups II. and VI. may arrange, in advance, for an examination in Group II. on Thursday.

Beginning of School Year.

Thursday, September 8, 1910, at 9.20 A.M.

Thanksgiving Recess.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

Christmas Recess.

From close of school on Thursday, December 22, 1910, to Tuesday, January 3, 1911, at 9.20 A.M.

Beginning of Second Half-year.

Tuesday, January 31, 1911.

Spring Recess.

From close of school on Saturday, February 25, 1911, to Tuesday, March 7, 1911, at 9.20 A.M.

From close of school on Saturday, April 29, 1911, to Tuesday, May 9, 1911, at 9.20 A.M.

Graduation.

Tuesday, June 20, 1911, at 10.30 A.M.

First Entrance Examinations.

Thursday and Friday, June 22 and 23, 1911.

(Hours and order as above.)

Second Entrance Examinations.

Tuesday and Wednesday, September 5 and 6, 1911.

(Hours and order as above.)

NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday is on MONDAY, but the practice schools conform to the rules governing the other public schools in Salem, and have their holiday on SATURDAY.

The telephone call of the school is "Salem, 375."

The principal's residence is at 260 Lafayette Street, and his telephone call is 149-1.

STATE NORMAL SCHOOL,

SALEM, MASSACHUSETTS.

AIMS AND PURPOSES.

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore, no student may be admitted to or retained in the school, who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all practical teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, and to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of real service.

ADMISSION.

General Requirements.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years, and they must declare their intention to teach, and to complete the course of study if possible. Their fitness for admission will be determined: —

(1) By their standing in a physical examination.
(2) By their moral character.
(3) By their high school record.
(4) (*a*) By certificate or (*b*) By written examination.
(5) By an oral examination.

(1) Physical Examination.

The State Board of Education adopted the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

A certificate of good health, signed by a physician, must be presented by every candidate for admission to the school.

(2) Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

(3) High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal*

schools with complete records of the high school standing of all candidates. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

(4a) Admission on Certificate.

At the regular meeting of the Board of Education held on May 2, 1907, the following votes were passed: —

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requiring at least twenty recitation periods per week and including the advanced pedagogy and practice of the senior year.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the State Commissioner of Education.

French may be taken in the preliminary examinations.

Blank forms for certificates may be obtained at the office of the State Board of Education, Room 303, Ford Building, Boston, or at the school.

(4b) Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each

of groups III. and V. (*five papers with a maximum time allowance of eight hours*) : —

I. *Language.* — (*a*) English, with its grammar and literature, and (*b*) either Latin or French.

II. *Mathematics.* — (*a*) Algebra and (*b*) plane geometry.

III. *United States History.*[1] — The history and civil governments of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science.* — (*a*)[1] Physiology and hygiene, and (*b*) and (*c*) any two of the following, — physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music.* — (*a*) Elementary mechanical and freehand drawing with any one of the topics, — form, color and arrangement, and (*b*) music.

VI. *Commercial Subjects.* — (See page 40.)

(5) Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as to give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

General Requirements in English for All Examinations.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

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[1] No substitute will be accepted.

Special Directions for Written Examinations.

Group I. — Language.

(*a*) *English.* — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1909–1911 is as follows: —

Shakespeare's *Macbeth;* Milton's *Minor Poems;* Burke's *Speech on Conciliation with America,* or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration;* Macaulay's *Life of Johnson,* or Carlyle's *Essay on Burns.*

The purpose of the examination is to discover (1) whether the student has acquired good habits of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(*b*) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

Group II. — Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such

work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

Group III. — United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

A course in history and civics in the senior year in the high school is strongly recommended.

Group IV. — Science.

(*a*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use. A course of at least a half-year in the high school is advised.

(*b* and *c*) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

Group V. -- Drawing and Music.

(*a*) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

Group VI. — Commercial Subjects.[1]

Division of Examinations.

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full:* —

I.[2] French.
II. Mathematics.
III. United States history.
IV. Science.
V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between

[1] See p. 40.

[2] The group known as *I. Language* must be reserved for the final examinations, with the exception of French, as indicated above. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be reserved.

June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

Equivalents.

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements for admission, are advised to correspond with the principal. Each case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.

Students from outside the State.

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year. This applies to all courses.

Special Students.

College graduates, graduates of normal schools, and other persons of suitable attainments, including those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program of the elementary course. If this work embraces not less than twenty recitation periods per week of prepared work, and includes the course in pedagogy and practice teaching, the student will receive a certificate for the same upon its satisfactory completion.

Advanced students are also admitted to elective courses in the commercial department.

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least a full year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal

culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. The school is also open to teachers who desire to enter existing classes on Saturdays. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, — arithmetic, algebra and plane geometry.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — physics, chemistry, physiography, botany, zoölogy, geography, physiology and hygiene, nature study, gardening.

(*e*) Drawing; manual training; vocal music; physical training; penmanship.

II. (*a*) The study of man, body and mind, with reference to the principles of education; the application of these principles in

school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(*b*) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon. A diploma is given when the course is satisfactorily completed.

CONDITIONS OF GRADUATION.

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

THE MODEL AND PRACTICE DEPARTMENT.

Mr. RAND, Principal; Miss PAINE,[1] Supervisor of Practice Teaching.

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram

[1] Miss Hobbs, substitute, 1909–1910.

MODEL RURAL SCHOOL.

BERTRAM PRACTICE SCHOOL.

school building and a model ungraded school in Marblehead. The teachers are nominated by the principal of the normal school, and they are elected by the school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens, and all members of the senior class are required to take a short course in the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a limited amount of experience in teaching in the upper grades of the Pickering grammar school in this city.

ELEMENTARY COURSE.

Junior Year.

	Periods Weekly.
Language and grammar,	2
Literature,	2
Reading,	1
Geometry, Algebra, } half year each,	3
Psychology,	2
Zoölogy, Botany, } half year each,	3
Chemistry, Physics, } half year each,	3
Physiography,	2
Drawing,	2
Penmanship,	1
Manual training,	1
Music,	2
Gymnastics,[1]	2
	26

Senior Year.

	Periods Weekly.
Pedagogy,	2
Child study, Kindergarten methods, } 9 weeks each,	[2] 2
Language and grammar,	2
Literature,	1
Reading,	2
History,	3
Geography,	3
Numbers and arithmetic,	2
Nature study and physiology,	2
Drawing,	2
Penmanship,	1
Manual training,	1
Music,	2
Gymnastics,[1]	2
	25

[1] In order that the health of the students in the normal schools may remain unimpaired throughout their course, and that the graduates may be prepared to care for the physical culture of pupils in their own schools, the Board of Education has voted that at least two hours a week of class work in physical training be required of all students in the normal schools throughout their course.

[2] During the period spent in the practice schools.

AIM AND SCOPE OF THE COURSE OF STUDY.

English Language.

Miss Learoyd.

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.

Literature.

Miss Peet.

Junior year. — The work of the junior year in literature consists of two courses. The first half-year is devoted to the study of American literature; the second half to studies in literature for children.

The course in American literature covers the beginning of literature in this country; the colonial period; the national

awakening; the New York school; the New England writers; and the authors of the north and west. It aims not only for appreciation of our authors and their works, and a knowledge of the development of literature, but for that which is also essential for students who are to become teachers, — ability to interpret literature to others.

The course in literature for children covers: first, methods of teaching literature and reading in the grammar school; and second, studies in literature for children under such topics as: the ballad, the epic, the drama, Greek hero tales, the King Arthur Legends, Robin Hood, Tales of the Wayside Inn, home reading for children, the course of study in the grammar school. The course aims to make the students familiar with literature for children, and to prepare them for their work in the practice school during their senior year.

Senior year. — The aim of the work in literature for the senior year is largely cultural. Such masterpieces of English literature are studied as will tend to promote breadth of view and catholicity of taste. The work covers: first, studies in narrative and dramatic literature of the following forms, — the ballad, the epic, the drama, the idyl, the romance, the novel, and the short story; second, studies in reflective and lyrical literature, — the song, the sonnet, the ode and the essay; and third, a brief survey of the historical periods of literature.

Reading.

Miss Rogers.

During the junior year selections from standard authors are studied and read orally. Three purposes are kept in view: to develop the power of getting the thought of an author, to create a desire to reveal it to others, and to acquire skill in its expression.

In the senior year attention is centered upon the pedagogical aspect of the subject. Methods of teaching reading in public schools, literature for children, story-telling, and dramatization are some of the subjects considered. The aim is to give students a working knowledge of the whole subject, and to arouse the feeling that their work as teachers of reading is incomplete unless

their pupils have not only power to read fluently, but also a taste for good books.

Elementary Latin.

Miss Martin.

The modern idea of gaining the much-needed additional time for Latin in the public schools by extending the course downward into the grades is both a natural and a reasonable one; and the introduction of this study into the last year of the grammar school curriculum has been carried into effect in many representative schools. It is fitting that the normal school take note of this fact, and provide means for training such of its students as may desire to prepare themselves for work in this line.

In accordance with this view, a class has been organized for the consideration of methods of teaching the "beginner's Latin." Membership is optional. The class is open to special students, and to students of the second or third year whose general standing warrants their undertaking the additional work.

In the weekly recitation period the ultimate purpose of the study of Latin is noted, the results to be secured in the first year's work are made clear, and the means of attaining these results receive full discussion. The importance of *drill* is easily apparent; indeed, the work of the teacher of first-year Latin may almost be summed up in that word. Hence the necessity of a thorough discussion of the various modes of drill calculated to secure the desired results, viz., the gaining of a vocabulary, the mastery of forms and the acquisition of the more important principles of syntax. Various devices and aids, in the shape of drill cards, drill books, etc., are provided, and these are carefully examined and discussed.

The leading modern text-books covering first-year work are at hand, and detailed study is made of the different types. Enough lessons are worked out in each book to bring the student-teacher into sympathy with the spirit of the book, and give him an intelligent appreciation of the author's method. The more difficult forms and constructions receive special attention, and the comparative method of study rendered possible by the number of different text-books available is emphasized throughout the course.

Arithmetic.

Miss Peet.

There is an arithmetic of books and one of actual concrete situations in life. When the first is taught to the exclusion of the latter, the pupil has but a poor incentive for the study, and gains but little ability in the application of his knowledge. To avoid the narrowness of such a training the arithmetic is brought into contact with the activities of the student. It is based upon manual training, nature study, geography, and other interests of the school, home and community life. The work with the training class covers the senior year. During the first half of the year the class discusses the principles underlying the number work of the primary school and works out their application through teaching exercises. During the second half of the year the class reviews advanced arithmetic and develops methods of teaching it. Books are used for reference, but the endeavor here, as elsewhere, is to find the arithmetic of the actual office, shop and home.

Geometry.

Miss Martin.

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression and to helping students towards that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this connection the origin and development of the science are made a matter of study, and the scope and plan of the ordinary textbook in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands

of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

Algebra.

Miss Martin.

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, together with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject-matter, and to form the habit of regarding it from the teacher's point of view.

Psychology.

Miss Goldsmith.

The course in psychology extends throughout the junior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. Since the work is intended to be of practical value rather than of merely theoretical interest, illustrations and applications are demanded throughout the course.

Pedagogy.

Mr. PITMAN.

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the junior year, and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

The course also includes a study of the lives of the great educational reformers and of their contributions to the science of education. This work is largely biographical, and is devoted chiefly to a critical study of a few of the leading educators of modern times.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system, and a sufficient knowledge of the school laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology,* Halleck's *Psychology and Psychic Culture,* or some other book of equal scope.

Child Study.

Miss PAINE.[1]

The course in child study is carried on during the seniors' practice teaching. The work is made as practical as possible. Discussion is based upon the study of such texts as Rowe's "Physical Nature of the Child" and Kirkpatrick's "Fundamentals of Child Study."

[1] Miss Hobbs, substitute.

ONE OF THE KINDERGARTENS.

The aims of the course are: —

To enable students to see the need and the value of education's being more hygienic.

To render sympathy more intelligent.

To show how the laws of psychology and pedagogy may be applied.

To give students a knowledge of and practice in methods of child study.

Opportunity for the observation of individual children is given. Reports and discussions based upon these observations are made a part of the class work.

Kindergarten Methods.

Miss Noyes.

This course does not train students for kindergarten teaching. It is given to the entire senior class, and aims to acquaint them with the methods and materials of the kindergarten, and its function as a foundation and preparation for the primary school. It gives them a practical understanding of the kindergarten, emphasis being placed upon its necessarily close relationship to and connection with the first grade. The importance of this formative period of the child's life, and Froebel's means for successfully developing the child through his own self-activity, are dwelt upon.

The following are the subjects considered: —

Biography of Froebel, the founder of the kindergarten, followed by a study of his principles as contained in "The Education of Man," and "Die Mutter und Kose Lieder."

Nature work as adapted to children of kindergarten age.

Play as an educational factor.

Songs and games.

The gifts and occupations.

Story telling.

Constant opportunity is given the students for carefully supervised observation and practice in the kindergartens as well as the first grades of the practice school, so that theory may at once be made practical.

Zoölogy.

Miss Goldsmith.

The purpose of the work in zoölogy is to give the students as clear an idea of evolution as is possible in the time allowed, and to lay a broad foundation for a comprehensive understanding of the study of human physiology. For the accomplishment of this purpose the course begins with the lowest forms of animal life, and continues with the more complex organisms in the order of their development. In each stage of development the characteristics of type forms are emphasized. Allied forms are considered in connection with the type forms.

In the laboratory, by dissection and careful observation, both external and internal organs are studied with reference to their structure, position, relation and function, together with the special office of each in the animal economy. Additional knowledge is gained by reading and drawing. There are frequent discussions of the problems of heredity, of environment and adaptation to environment, and of the survival of the fittest. These lead to a clearer insight into the forces at work which influence the life and structure of the various forms of the animal kingdom. The fine collection of specimens at the Peabody Academy of Science affords unusual facilities for the pursuit of this branch of study. In the spring, opportunities are given to become familiar with the common birds and their songs.

The aim of the work in zoölogy is to fit the students to lead children to love and care for God's creatures; to observe their habits more closely, thereby learning lessons in industry, perseverance, patience and fidelity; and to give them a keener appreciation of the wonders and the beauty of the abundant life with which we are surrounded.

Botany.

Miss Goldsmith.

The study of plant life is undertaken with two ends in view, — to arouse students to an enthusiastic observation of plants, and to give them a thorough foundation for the study of nature with children. The evolution of plants, the life history of types and the relations of plants to their surroundings are the general subjects considered.

As soon as possible the students are expected to work out for themselves the life history of a plant. To aid them in this work, laboratory manuals, an abundance of good reference books, diagrams and pictures, microscopes and prepared slides are furnished. Students are urged to gather specimens whenever it is possible. Some time, outside of the recitation periods, is expected to be given each week to laboratory or field work. Occasional field trips are intended to arouse enthusiasm in the study of plants, and to show the necessity of an intimate acquaintance with plants in their natural surroundings.

Physics and Chemistry.

Mr. Whitman.

The aim of the work in physics and chemistry is to lead the student to acquire the power of accurate observation, clear thinking and correct expression, and to gain the ability to direct others to acquire these same powers. The class-room work includes informal lectures, demonstrations, reports of students, and discussions. Opportunity is given to students to prepare and present some topic or demonstration before the class. Practice in planning work to be presented to elementary pupils and criticisms of plans presented by other students are required. About half the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the class-room. Ample laboratory facilities are provided for independent work by the students.

Physics. — Portions of physics are selected with a view to making the science of physics useful to the student. Certain facts, laws and theories must be acquired as a foundation. The explanation of natural phenomena and of many of the appliances common in our every-day life lead back to fundamental principles. Special emphasis is given to the relation of physics to industrial progress, to improvements in home comforts, to advances in modes of travel and communication. Excursions are planned to show the applications of physics in commercial use. Many topics are treated from the historical side.

Chemistry. — The work in chemistry includes: a study of the common elements and their more important compounds; practice in indicating chemical reactions by equations; some mathematical work, based on both the volumetric and gravimetric relations which an equation expresses; comparison of the ideas of early philosophers and alchemists with those of to-day; theories and fundamental laws; important chemical discoveries; sketches of the lives of the founders of chemistry and of those who have done most to develop the science; explanations of the common chemical phenomena, and the applications of chemicals and chemical processes in daily life; industrial chemical processes, and visits to industrial plants dependent upon chemical processes.

Physiography.

Mr. Cushing — Mr. Whitman.

The course in physiography is made to include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of bed rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the earth sciences that are taught in the elementary schools. It is made preparatory to the course in geography that follows the next year.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, and a museum of selected fossils.

Geography.

Mr. Cushing.

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment

THE GEOGRAPHY ROOM.

becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in text-books on the subject in elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

Nature Study.

Miss Warren.

From the courses in botany and zoölogy of the junior year the pupils have gained some knowledge of the theory of evolution, and have learned many important facts concerning both plant and animal life.

The aim of the work in nature study is to find a way in which to interest the child in the life of the wonderful world about him, and through this growing appreciation to awaken the desire to find out things for himself; also, to correlate the knowledge gained by the study of his environment with his work in literature and art.

The child must first see things before he can reason about them. Unconsciously through this reasoning valuable lessons are learned, and by a better understanding of the great truths of nature, he gains a broader conception of life.

The value of the work depends upon the spirit in which it

is undertaken. The habit of observation and inquiry will lead to a sympathy with nature that will be not only a source of happiness, but will tend to an enrichment of life.

The School Garden.

A part of the school grounds is devoted to a garden, in which the students of the normal school have an opportunity not only to plant a small plot of their own and care for it, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach. The work is under the supervision of Miss Warren in the normal school and Mr. Rand and other teachers in the practice school.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

LAYING OUT THE GARDEN.

Physiology and Hygiene.

Miss Warren.

The work in physiology being a continuation of the work in biology, the same general plan is followed. The main point in the consideration of the subject is hygiene.

To know how to care for the human body that the best results may be obtained, it is necessary: —

1. To consider it as a whole.

2. To become familiar with the functions of the organs and with their mutual dependence and co-operation.

The laboratory method is continued in this branch of study. The dissection of a mammal as a complete organism, and of individual organs of different animals, throws much light upon the structure and functions of corresponding organs in man.

A life-sized manikin, a human skeleton and microscopic slides are valuable aids in the work of anatomy.

Each of the following systems, the respiratory, the circulatory, the digestive, the excretory, the nervous, the muscular and the osseous, is studied in detail. The intimate relation of each system to the others, and the importance of keeping each in a healthy condition to ensure an harmonious whole, are strongly emphasized. In addition, attention is given to the special senses, particularly to the structure and hygiene of the eye and ear. The effect of alcohol and tobacco upon the human system is taken up in connection with the consideration of the organs and their functions.

One practical application of the knowledge obtained in the class room is the intelligent treatment of emergency cases. Some instruction in regard to symptoms is given, in order to convey to the minds of the students an estimate of the general appearance of the more common diseases. This will help them, in their future work as teachers, to detect conditions of doubtful health, and to comprehend intelligently directions given by school physicians.

Special stress is laid upon the hygienic effects of clothing, bathing, food, sleep, recreation and rest. As the body is the instrument through which the mind finds expression, a better

understanding of its mechanism and of hygiene is very important for those who are to take up the teacher's profession, that they may be instrumental in helping the young to a more harmonious and effective physical development.

Physical Training.

Miss Warren — Miss Rogers.

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and it relieves mental tension.

The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development. The gymnasium is provided with stall bars and benches, double booms, jumping standards, vertical ropes, a Swedish ladder and a horse. The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work. During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.

We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.

United States History.

Miss Deane.

The study of United States history is included in the second year of the course. The work is planned with two general aims in view: (1) the review and establishment of the essential facts and principles of American and allied English history, treated from the academic standpoint; and (2) the consideration of the material in its adaptation to the elementary school. Effort is made to broaden the student's acquaintance with authoritative historical works and to aid him in the selection and handling of material. To this end, special presentations of topics requiring research have an important place in the plan of study.

The elements of civil government are considered from the standpoint of their actual operation rather than from that of theory, thus necessitating attention to current political events. Book study of the principles of government must be supplemented by familiarity with concrete examples.

Music.

Mr. Archibald.

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Tune, time, technique and the æsthetics of music are considered. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered: —

(*a*) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(*b*) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player.

(*c*) Chorus singing in preparation for the graduation exercises.

A good library of pianola rolls is at the disposal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Manual Arts.

Mr. Whitney — Mr. Ried.

The subject, the manual arts, presents itself in various phases. It is frequently subdivided under the following headings: structural drawing, decorative drawing, and appearance drawing. Structural drawing involves the making and reading of structural drawings, and the ability to handle tools and to construct the objects planned and designed. Under this head are taught sewing, weaving, work in leather, metal and wood, and book binding, as well as work of various kinds for the school and the garden. Sewing as taught in the grades of the practice school includes the making of both useful and beautiful objects for home and school life. Weaving includes basketry, the making of rugs, hammocks, school bags, cushion covers, portières and other hangings, with the application of woven or stencilled designs. Under the head of leather work the pupils study the different kinds of leather, their preparation and use in industrial training. The same plan is followed in connection with the metal work. The wood work includes the making of a great variety of articles: trapezes, swings, teeters and other apparatus for the outdoor gymnasium; fences, lattices and trellises for the school gardens; screens, book racks, trays and many other articles for use in the schoolroom and the home. This line of industry develops a wide range of thought, originality, imagination and activity. It renders a drawing intelligible through experience, cultivates reasoning power and manual skill, and trains the eye and the hand. There are many preliminary problems given under the topic book binding. These are the construction of blotter pads, letter cases, boxes, portfolios, note book covers, etc. Later, the folding, sewing and binding of school work of many kinds is introduced.

The individual does not know the meaning of industry until he has himself constructed some object, — until he knows the

MANUAL ARTS.

THE DRAWING ROOM.

process as well as the product, — until he has produced the thing as planned. Through this structural work the student in the normal school gains an insight not only into his profession as a teacher, but knows at least a little of that which concerns the life of the masses. He does not know what the pupils' work in life may be, but through such training is fitting them for many lines of industry, and is entering into their life and experience.

As working drawing is the language of construction, so decorative drawing is the language of beauty or ornament, not only when applied to the thing constructed, but even in its general form or outline. This branch of drawing deals with the history of art, with the principles of design; and with the application of these principles to every possible line of constructive and decorative work. It involves the study of the theory of color and its applications to structural and decorative purposes, and includes the planning of harmonious schemes of house and school furnishing, home decoration, and dress.

Appearance drawing cultivates the ability to see and express one's thoughts correctly in line, tone and color. It involves a knowledge of the object, of the laws of convergence, foreshortening, light and shade, and color. It is necessary that the teacher grasp these principles and be able to apply them constantly. In connection with appearance or pictorial drawing, landscape sketching and composition are studied, and field trips with the sketchbook as an important factor are not unusual. This topic includes nature study in its broad sense, and illustrative drawing in every line of school work, the mediums used being pen and ink, water color, lead pencil and crayon. The students make both scientific drawings and pictorial representations of fruits, flowers, foliage, different stages of plant growth, birds, butterflies and moths, sea shells, mosses, etc. Language and literature afford a broad field for illustrative sketching and for picture study. Geography and history require frequent pictorial expression and a ready response of the hand to the thought of both teacher and pupil. The pupil who can illustrate a problem in arithmetic, algebra or geometry makes the facts in the problem much more definite and vital to himself and to the class.

It is the constant effort of the department to make itself helpful in meeting the problems of school life, and to complement the work of the other departments. Each year there is given a course of lessons in free blackboard sketching, which is a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates a desire on the part of the child to express himself in the same free and spontaneous manner.

Occasional lectures are given by the State supervisor of drawing and others upon important subjects influencing drawing in the public schools, and upon more general topics in art. These lectures have a decided influence upon the pupils, and create an interest in many lines of art study and industrial training. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting, from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children. Students who complete the course should be able to plan and arrange adequate outlines of work for use in their own teaching, or to follow intelligently the outline of a supervisor.

Penmanship.

Mr. Doner.

Penmanship is taught during both the junior and senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill

BUSINESS PRACTICE.

in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have ample opportunity to observe the teaching done by the supervisor and the regular teachers in the practice school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

A teacher cannot teach what she does not know. Therefore, the purpose in this department is to give the students a practical working knowledge of the subject of penmanship, so that they will be able to write well themselves and in turn teach others to write well. Theory and practice go hand in hand, but the students are given so much of the practical side that the theory becomes a reality.

COMMERCIAL DEPARTMENT.

Entrance Requirements.

The requirements for admission to the prescribed course of three years will be the same as for students who apply for admission to the elementary course, except that graduates of commercial courses in approved high schools will also be eligible. The latter may choose, from the subjects classified below under Group VI., substitutes for those required under Groups II.–V. (see page 12). Certificates will be accepted in lieu of examination in those subjects in which candidates have attained a rank of not less than *B*, or eighty per cent., and examinations will be given in other subjects. Students who complete this course will receive special diplomas.

A condensed course of one or two years will be offered to graduates of colleges, normal schools and private commercial

schools, and to teachers of experience. Appropriate certificates will be awarded to special students who complete approved courses of study.

Group VI. — Commercial Subjects.

(*a*) *Bookkeeping.* — Ability to open and close a set of books by single or double entry, to change from single to double entry, to explain and illustrate the use of the different books.

(*b* and *c*) *Shorthand and Typewriting.* — Mastery of the principles of Pitmanic shorthand and their application, and of the work-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(*d*) *Commercial Arithmetic.* — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements; etc.

(*e*) *Commercial Law.* — Knowledge of such phases of law as contracts, negotiable paper, agency bailments, partnership, corporations and insurance. Ability to draw up approved legal forms such as powers-of-attorneys, checks, and notes.

(*f*) *Commercial Geography.* — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

The Course of Study.

JUNIOR YEAR.

	Hours per Week.
English,	2
Shorthand,	4
Typewriting,	5
General history,	2
Physiography,	2
Commercial arithmetic,	2

	Hours per Week.
Elementary bookkeeping,	4
Penmanship, Physiology, } half year each,	2
Gymnastics,	2
Music,	1
	—
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Middle Year.

English,	2
Penmanship, Commercial correspondence, } half year each,	2
Shorthand,	3
Typewriting,	3
American history and civics,	3
Industrial physics, Industrial chemistry, } half year each,	2
General geography, Commercial geography, } half year each,	3
Bookkeeping,	3
Psychology,	3
Gymnastics,	2
Music,	1
	—
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Senior Year.

Literature,	4
Shorthand,	3
Typewriting,	3
History of commerce,	2
Commercial law, Economics, } half year each,	3
Industrial geography,	3
Penmanship,	1
Advanced bookkeeping,	3
Pedagogy,	2
(Observation and practice teaching, 9 weeks.)	
Gymnastics,	2
Music,	1
	—
	27

English.

Miss Learoyd.

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual, and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature. The reading and discussion will be concerned chiefly with subjects involving description and explanation. Exercises for cultivating accuracy and fluency will be continued. Themes will include the results of extended study on some topic connected with trade and industry; review and criticism of commercial text-books. There will be an opportunity for the students to test their power of presenting subjects clearly to the class and of directing the work of the class room, and to acquire skill in careful and just criticism.

It is hoped that the result of the work of the two years will be to give confidence and power in clear and easy expression both in speech and writing.

Commercial Correspondence.

Miss Smith.

Two hours a week for a half year are devoted to the study of forms of business correspondence, and to practice in the writing of business letters. On the professional side, the im-

portance of the study to high school classes is considered and methods and text-books are discussed. As an additional drill, some of the clerical work of the school is done in this course.

Literature.

The course in English literature is mainly cultural. It aims to give an appreciation of literature in an intimate relation with our modern social and economic point of view; and to develop, as far as a single course can hope to, the breadth of view essential for every teacher. In the literature covered special emphasis is laid upon the evolution of the periodical and the essay. The first covers the ground from the Spectator to the Century and the Atlantic; and the second includes such essayists as Lamb, Macauley, Carlyle, Emerson, Arnold, Warner, and Stevenson. Further than the work on periodicals and the essay, the course consists of a brief study of the novel and the short story and a more extensive study of the poets of the nineteenth century, — Tennyson, Browning, Arnold, Morris, Clough and Swinburne.

History.

Miss Deane.

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses, for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

Geography.

Mr. Cushing.

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Economic geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work with the tanning and shoe industry of Salem and Peabody, and leads to the study of the history and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations.

Physics and Chemistry.

Mr. Whitman.

This course includes the more important principles of physics and chemistry, and aims to make the student familiar with many of the common scientific terms, chemical materials and operations which are likely to be met in commercial work. The course consists chiefly of class-room talks, demonstrations, and discussions about the applications of physics and chemistry in commercial and industrial operations. Some individual laboratory work will be given. There will be opportunity to study applied physics and chemistry in their relation to local industries. A number of industrial plants will be visited by the class.

Economics.

Mr. Meredith.

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

A suitable library containing works relating to the subject of economics is at the disposal of the students.

Pedagogy.

Mr. Pitman.

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. [See description of course in Pedagogy, p. 26.]

Teachers now in the service and other prospective students who have not pursued a course in psychology and who are in-

tending to take a special course in this department should make a thorough study of James's *Briefer Course in Psychology,* Halleck's *Psychology and Psychic Culture,* or some other book of equal scope.

Commercial Law.

Mr. Meredith.

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

Bookkeeping.

Mr. Meredith.

Bookkeeping is the most important and usually the most attractive study of the distinctively commercial group. It is the subject with which all the other subjects of this group are most closely correlated. The aim of the course is to give the student a thorough understanding of the principles of bookkeeping as well as of the various approved methods for teaching the same. Both class and individual methods of instruction are used. Business practice is also carried on as a part of the work of this course.

The advanced course in bookkeeping consists of the study of the theory of accounts and the fundamental principles of accounting. The methods of keeping the books of a modern bank and also those of some local industry are studied.

Commercial Arithmetic.

Miss Townsend.

Arithmetic occupies an important place in the curriculum of a commercial department. It is very closely correlated with bookkeeping and helps to interpret other general commercial subjects, such as commercial geography, transportation and

TYPEWRITING ROOM.

finance. The aim of this course is to give the student an accurate knowledge of arithmetic in its application to business practice. The theory and practice of teaching it according to modern methods is also part of the work.

Instruction and drill in the use of the adding machine are given in this course.

Shorthand.

Miss Smith — Miss Townsend.

The work of the junior and middle years comprises the study of the principles of Benn Pitman shorthand, accompanied and followed by drills for speed and accuracy on miscellaneous matter. The acquiring of technical skill is the chief aim of the course during these years. The professional side of the subject is considered throughout the course, but it is emphasized in the senior year by the discussion of methods, by the study of pedagogical works on the subject of shorthand, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School.

The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.

Typewriting.

Miss Smith — Miss Wellman.

The course has three aims: —

(*a*) To acquire proficiency by the touch method in the use of both the single and the double keyboard. Much emphasis is placed upon the importance of forming correct habits of position, touch, fingering, and manipulating the machine.

(*b*) To apply this proficiency to the requirements of secretarial work. Particular attention is given to the arrangement of material and to rapid transcription. The course includes practice in the use of the neostyle, the mimeograph, the letter press, and similar office devices. Material in the form of correspondence, outlines, abstracts, programs, etc., furnished by the various departments of the school, affords a basis for the acquisition of experience and skill in this kind of work.

(*c*) To consider the subject from the pedagogical standpoint. Methods of teaching typewriting are discussed, and various text-books are examined, criticised and compared. Observation and practice teaching under supervision and criticism constitute an important part of the work of the third year.

Penmanship.

Mr. Doner — Miss Townsend.

The aims, methods and matter of this course are stated on pages 38 and 39, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

THE LIBRARY AND READING ROOM.

Miss Deane — Miss Martin.

The general library contains a collection of books now numbering 5,200, including valuable works in all departments. The American Library Association system of cataloguing is employed, with a complete card index by authors and book titles. This is supplemented by a card system of references by topics, already containing several thousand cards. In addition to the general library books, there is a collection of about 5,000 reference and text books, also carefully catalogued, for use in connection with the various courses.

In the reading room are filed the leading periodicals, both of general nature and of specific value in pedagogical study.

LECTURES.

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts: —

A School of Savagery, . .	Charles A. Eastman, M.D., Amherst, Mass.
Some Phases of Industrial Education.	Allen Rogers, Ph.D., Instructor in Industrial Chemistry, Pratt Institute.

The Relation of Drawing to Industrial Education.	Walter Sargent, University of Chicage.
Aims of Instruction in the Manual Arts.	Frederick L. Burnham, Agent for the Promotion of Manual Arts, Massachusetts.
Scientific Temperance Instruction.	Mrs. Edith S. Davis, Superintendent of Scientific Temperance Instruction, National W. C. T. U.
The Social Education of Boys, .	John E. Gunckel, President of the National Newsboys' Association. Miss Jane Day, "The Discipline Nurse," New York City.
The Education of Mentally Defective Children.	Bertha S. Downing, M.D., formerly of School for the Feeble-minded, Vineland, N. J.
Memorial Day address, . .	James Burrows, Post 11, G. A. R., Lynn.
Graduation address: The Qualities that Attract Success.	Mrs. Ella Lyman Cabot, Member of Massachusetts Board of Education.
Old Plantation Days in the South.	Rev. Peter H. Goldsmith, D.D., Pastor of the First Church, Salem.
Education for Efficiency, . .	Arthur D. Dean, Chief of Department of Trade Schools, New York State Department of Education.
The Physical Side of Educational Work.	Richard C. Cabot, M.D., Boston.
Commercial English, . . .	Carlos B. Ellis, Technical High School, Springfield.
Concert, ...	The Glee Club.
Old Time Schools, a Pageant, .	Class of 1909.
Reading, Percy Mackay's "Jeanne D'Arc."	Mrs. Jessie Eldridge Southwick.
Recital, ...	Jessie Downer Eaton Trio.
Recital, ...	Jessie Lobdell String Quartette.
The Probable Reaction of Industrial Education on Liberal Education.	David S. Snedden, Ph.D., State Commissioner of Education.

The annual convention of the New England High School Commercial Teachers' Association was held at the school in October.

THE MANAGEMENT OF THE SCHOOL.

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and three members chosen by each class. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 8, and the other half February 1. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is

furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the "Students' Benefit Fund" are other funds, founded by graduates of the school to perpetuate the memory of Dr. Elmer H. Capen, formerly chairman of the Board of Visitors, and Dr. Walter P. Beckwith, principal of the school from 1895 to 1905.

At the last triennial meeting of the Salem Normal School Association $200 was appropriated from the treasury as a donation to the "Benefit Fund," and steps were taken to establish other funds, in memory of former principals Crosby and Hagar. The total amount of money now available is about $1,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from $4.50 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

Attendance and Conduct.

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismission. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

6. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered unsuitable in a well-regulated dormitory.

Employment for Graduates.

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute but little more than one-half of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its students, but it is a fact that promising graduates are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He is also glad to be informed as to the degree of success which has attended the efforts of former students.

Scholarships for Graduates.

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials.

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

GENERAL INFORMATION.

Historical Sketch.

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Indirectly it was the outcome of steps taken to provide a new location for the first normal school in the State, which was opened at Lexington. The old school was not transferred to Salem, but the Legislature directed the State Board of Education to establish a new one in Essex County, and this city was finally chosen as its location.

The first building of the school stood at the corner of Broad and Summer streets. Its cost, including site and equipment, slightly exceeded $20,000. The city of Salem erected the building, and received in partial compensation the State appropriation of $6,000 and a contribution of $2,000 from the Eastern Railroad Company. The building was enlarged and improved in 1860, and again in 1871.

After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth consequently made generous provisions for a new building. Work was begun in November, 1893, and the building was first occupied by the school December 2, 1896. The site, building and equipment represent an expenditure of $300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

The School Building.

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model schools, besides the gymnasium with its adjoining dressing room, the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the practice schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate 350 pupils.

The central portion of the second floor is occupied by the assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's offices, reception room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two rooms on the north side furnish admirable accommodations for the work in drawing.

The size and lighting of the rooms are conspicuous features of the building. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of oak, and all the furniture of the building is in keeping.

Decorations.

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of the refining and educative value.

There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. Such works of art, well chosen and hung, may exert a helpful influence in other branches of study as well as in art.

With these thoughts in mind, the pictures and casts in the building were selected and placed in the various rooms and corridors, and they have served their purpose thus far in creating a taste for and an appreciation of good things.

There are many pictures of historic interest, cathedrals, colonnades, arches and temples, which have proved of value in geography and history. There are photographs from works of masters such as Corot, Millet, Mauve, Jacque, Israels and others, which are full of helpful suggestions in literature, language, and nature study.

These works of art have been presented by the State, by students and teachers, and by generous friends of the school, to whom due acknowledgment is made upon another page.

The Teachers and Students.

The school during its history has had five principals and eighty-two assistant teachers. The development of the practice schools began in 1897, and with them thirty-four persons have been connected as teachers. Nineteen teachers are now required in the normal school and fourteen in the practice schools.

Nearly six thousand students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

The Location and Attractions of Salem.

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

Register of Students.

1909-1910.

Graduates. — Class XCV. — June 22, 1909.

Armstrong, Elizabeth Baker, . . . Malden.
Baker, Bessie Clark, ... Lynn.
Barrows, Grace Cowdery, . . . South Royalton, Vt.
Bartlett, Marion Louise, ... Revere.
Berry, Elizabeth Cummings, . . . Malden.
Brooks, Anna Belle, ... Peabody.
Brooks, Jennie Elizabeth, ... Cambridge.
Brunton, Isabelle Macadam, . . . Somerville.
Bruorton, Annie Beryl, ... Reading.
Christie, Ruby Law, ... Malden.
Clifford, Alice Martha, ... Melrose.
Connell, Honora Agnes, ... Cambridge.
Cooper, Annie Winifred, ... Cambridge.
Curtis, Bessie Warren, ... Boxford.
Cusick, Agnes Mary, ... Pigeon Cove.
Dailey, Anna Elizabeth, ... Cambridge.
Deane, Bertha Laura, ... Salem.
Duane, Helen Frances, ... Beverly.
Duncan, Belle, ... Malden.
Enlind, Anna Hildur, ... Peabody.
Estes, Edith Marion, ... Melrose.
Evans, Mary Abbie, ... Rochester, N. H.
Fernald, Alice Hildreth, ... Reading.
Flagg, Catherine, ... Swampscott.
Flynn, Mary Gray, ... Lynn.
Foster, Ethel Morrison, ... Melrose.
Foster, Helen Page, ... Beverly.
Gamboa, Angelica Mae, ... South Hamilton.
Gaughan, Alice Winifred, . . . Cambridge.
Grant, Pearl Arlene, ... Haverhill.

Green, Elsie Cary, ... Ipswich.
Harrington, Mary Rose, ... North Cambridge.
Harris, Gertrude Trumbull, . . . Salem.
Hazen, Marguerite May, ... Beverly.
Hutchinson, Frances Rita, . . . Peabody.
James, Ruth Katharine, ... Salem.
Jansson, Victoria Heding, . . . Malden.
Johansen, Fannie Olena, ... Newburyport.
Kelley, Anna Louise, ... Salem.
Lee, Helen Evans Williams, . . . Chelsea.
Legro, Edna Somers, ... Salem.
Lundberg, Eleonora Fredericka, . . Malden.
Mack, Helen Frances, ... Salem.
MacRitchie, Angie May, ... Everett.
Marshall, Mildred Josephine, . . . East Saugus.
McGrath, Mary Frances, ... Amesbury.
McKenzie, Edna Florence, . . . Northwood Ridge, N. H.
Metcalf, Florence Stearns, . . . Williston, Vt.
Millea, Anna Eileen, ... Danvers.
Moodie, Ruth Margaret, ... Newburyport.
Mülle, Laura Augusta, ... Somerville.
Munsey, Norma, ... Marblehead.
Nelligan, Grace Isabel, ... Cambridge.
O'Brien, Kathleen Holmes, . . . Amesbury.
O'Hara, Gertrude Regina, . . . Cambridge.
Oliver, Hazel Isabell, ... Wakefield.
Palmer, Clara Louise, ... Everett.
Poor, Bertha Winifred, ... Salem.
Powell, Jennie Loretta, ... North Cambridge.
Sayre, Alice Frances, ... Medford.
Smith, Edna Martha, ... Cambridge.
Sperry, Bertha Mae, ... Amesbury.
Spofford, Edna Noyes, ... South Groveland.
Sullivan, Clare Margaret, ... Cambridge.
Taylor, Bessie Cinderella, ... West Peabody.
Vollor, Anna May, ... Salem.
Ward, Mary Catherine, ... Cambridge.
Williams, Alice Preston, ... Beverly.
Wollahan, Helen Harrington, . . . Danvers.
Wrigley, Walter Simeon, ... North Andover.

Certificates for One Year's Work.

Elementary Course.

Austin, Edith Pearle,	Lynn.
Bullard, Ruth Augusta,	Burlington, Vt.
Hinchcliffe, Bertha Elizabeth,	Stoneham.
Jones, Mercy,	Brookline.
Lewis, Ada Snow,	Somerville.

Commercial Course.

Barrett, Katherine Estelle,	Newburyport.
Batchelder, Elizabeth Annie,	North Reading.
Burnham, Bertha Williams,	Old Town, Me.
Bucksey, Addie Margaret,	Peabody.
Campbell, Elinor Stark,	North Reading.
Cohane, Mary Alice,	Salem.
Corey, Marian Annetta,	Amesbury.
Elliott, Marion Porter,	Danvers.
Flanders, Verna Belle,	Lynn.
King, Emma Helena,	East Boston.
Krieger, Jennie,	Salem.
Lowe, Bertha Esther,	Lynn.
Merrill, Mildred Frances,	West Somerville.
Randall, Ruth Alice,	Athol.
Rees, Ethel Emma,	Lynn.
Remon, Marion Ella,	Salem.
Shepard, Mary Estelle,	Walpole.
Skinner, Helen Choate,	Lynn.
Smith, Ethel Marion,	Malden.
Wetmore, Mildred Alison,	Essex.
Woodbury, Bessie Sweetser,	Gloucester.

Students in the Elementary Course.

Senior Class.

Barentzen, Olive Mary,	Franklin Park.
Barnes, Charlotte,	Chelsea.
Blood, Marion Helena,	Derry, N. H.
Boyd, Grace Gladys,	Beverly.
Burnham, Alice Stacy,	Beverly.
Butterfield, Marion Ascenath,	Malden.

Cahill, Elizabeth Cecelia,	Danvers.
Carroll, Margaret Mary,	Cambridge.
Corson, Murle Augusta,	Salem.
Cotter, Chester,	Rowley.
Coyne, Sara Stanislaus,	Somerville.
Dempsey, Mary Louise,[1]	Peabody.
Donovan, Mary Frances,[1]	Salem.
Edgecomb, Elva Dawn,	Salem.
FitzHugh, Lena Grayson,	Amesbury.
Flanders, Leona,	Malden.
Fowler, Maude Anna,	Beverly.
Fox, Agnes Gertrude,[1]	Salem.
Gardner, Laura Alston,	Everett.
Gardner, Marion Warren,	Danvers.
Gilmore, Mary Elizabeth,	Peabody.
Harney, Margaret Laurentia,[1]	Lynn.
Harrington, Alida Hilton,	Malden.
Healy, Alice Jeanette,	Chelsea.
Houghton, Lucy Forbush,	North Andover.
Hutchins, Susie Blanche,	Union, N. H.
Johnson, Helen Louise,	Lynn.
Jones, Agnes Marian,	Chelsea.
Keating, Mary Veronica,	Salem.
Kelley, Florence Gardelena,	Wakefield.
King, Mabel Disa,	Bradford.
Kinnear, Margaret A. W.,	Salem.
Laskey, Adelaide Mary,	Malden.
Lord, Marian Dean,	Harrington, Me.
Loring, Marion Alice,	Groveland.
Maguire, Marion,	Salem.
Merritt, Ruth Breed,	Danvers.
Moran, Mabel May,	Lynn.
Mulligan, Helen Marie,[1]	Salem.
Murphy, Gertrude Agatha,	Cambridge.
Nelson, Elizabeth Kristina Louise,	Beverly.
Newcomb, Marion Faustina,	Swampscott.
O'Neill, Edna Gertrude,	Lynn.
O'Neil, Loretto Magdalen,	Malden.
O'Connor, Eleanor Spelman,[1]	Cambridge.
Perley, Grace Mildred,[1]	East Boxford.

[1] Three-years course.

Perry, Dorothy,	Revere.
Pierce, Lilian Mae,	Lynn.
Powell, May Veronica,[1]	Malden.
Pulsifer, Helen Marks,	Salem.
Ricles, Edith Bella,	Roxbury.
Riley, Mary Elouise,[1]	Salem.
Robertson, Elizabeth Harriet,[1]	Beverly.
Shortell, Mary Beatrice,	Salem.
Stack, Mary Lillian,	Andover.
Stearns, Helen Isabelle,	West Somerville.
Stratton, Lucy Marie,	Malden.
Swanson, Fanny Amelia,	Pigeon Cove.
Thurston, Lura,[1]	Rockport.
Tucker, Ruth Elizabeth,	North Reading.
Walker, Eleanor Elizabeth,	West Lynn.
Ward, Gertrude Beatrice,	Beachmont.
Welch, Irene Marie,	Lynn.
Weston, Martha Mary,	Essex.
Wildes, Mary Aloysia,	Lynn.
Woods, Esther Jane,	Newburyport.

Students in Second Year of Three-years Course.

Beadle, Helen Josephine,	Groveland.
Cotton, Edith Frances,	Malden.
Crosby, Mildred Parker,	Groveland.
Eames, Hilda Weston,	North Reading.
Granfield, Susie Frances,	Reading.
Harrigan, Frances Agnes,	Danvers.
Harris, Daisy,	Saugus.
Israelite, Anna Bessie,	Chelsea.
Jenkins, Lena,	Ipswich.
McMurray, Jane,	East Boston.
McNamara, Marietta Agnes,[2]	Cambridge.
Quinn, Alice Irene,	Swampscott.
Riley, Marguerite Rose,	Melrose.
Roche, Elizabeth Constance,	Salem.
Shannon, Mabel Elizabeth,	Lynn.
Shea, Grace Elizabeth,	Salem.
Sidmore, Grace Merrill,[2]	Danvers.
Wildes, Mildred Fern,	South Hamilton.

[1] Three-years course.

[2] Left before the end of the first half year.

Junior Class.

Albert, Rose,	Malden.
Barteau, Clara Irene,	Amesbury.
Broughton, Elizabeth Kinsman,[2]	Marblehead.
Brown, Florence Calphurna,[2]	Hinsdale.
Burnham, Gladys Frances,[1]	Topsfield.
Burnham, Mary Alice,	Essex.
Christenson, Ella,[2]	Arlington.
Connery, Anna Laura,[1]	Lynn.
Cook, Alice Marguerite,	Danvers.
Cressy, Ruth Augusta,	Beverly.
Cronin, Sybil Louise Mary,	Cambridge.
Crowley, Madeline Usher,	Danvers.
Curley, Grace Francis,	Marblehead.
Cushing, Mary Esther,	Beverly.
Danner, Bertha Hertgen,	Malden.
Decatur, Rena Althea,	West Peabody.
Devlin, Helen Madeline,[1]	Stoneham.
Dickinson, Helena Minnie,	Danvers.
Doran, Phœbe Martha Hughes,	Reading.
Doyle, Alberta Ruth,	Reading.
Edmands, Mary Luella,	Saugus.
FitzGerald, Mary Frances,	Cambridge.
Furfey, Josephine Esther,	Cambridge.
Gilman, Ruth Annette,	Melrose.
Grant, Grace Marguerite,	Chelsea.
Greene, Agnes Gertrude,	Cambridge.
Griffin, Mary Elizabeth,	Peabody.
Hale, Ruth Elizabeth,	Stoneham.
Harlin, Gertrude Alice,	Cambridge.
Herlihy, Catherine Mary,	North Cambridge.
Hickey, Emma May,	Beverly.
Hill, Mabel Louise,	Georgetown.
Hinkley, Fannie Crowell,	Beverly.
Hobbs, Lucie Philbrook,	Danvers.
Hogan, Phoebe Evelyn,[2]	Melrose.
Howard, Ethelyn Adams,	Malden.
Hoyle, Lillian Mary,	Everett.
Hunter, Ethel Annas,	Malden.

[1] Three-years course.

[2] Left before the end of the first half year.

Hurley, Florence Margaret,	Cambridge.
Ingham, Mabel Russell,	Somerville.
Kelly, Mary Agnes,[2]	Lynn.
Kline, Elizabeth Margaret,	Cambridge.
Klippel, Laura Estelle,	Salem.
Lambert, Georgia Dorothy,	Lynn.
Lang, Florence Ardell,	Bradford.
Leonard, Alice Virginia,	Amesbury.
Levy, Frances Agnes,[1]	Chelsea.
Lippitt, Frances Shorey,[1]	Boston.
Lord, Florence Elliott,	Peabody.
Macdonald, Josephine Elsie,	Somerville.
Maddock, Ruth Valerie,	Amesbury.
Magraw, Maria Pearl,	Lynn.
McCauley, Alice Katherine,[1]	Salem.
McLaughlin, Helen Charlotte,[2]	North Cambridge.
McPhetres, Eva Lucretia,	Lynn.
McSwiney, Mary Cecilia,	Chelsea.
Merrill, Lillian Dimond,	Lynn.
Merrow, Helen,[1]	Salem.
Morrissey, Mary Jane,	North Andover.
Mullin, Frances Marie,[1]	Salem.
Myers, Ruth Ethel,	West Lynn.
Nason, Bertha Inez,[2]	Somerville.
Nelson, Maude Wellington,	Salem.
Niles, Mildred A.,	Danvers.
Norcross, Alice Almira,	Melrose.
Norton, Marjorie,	Chelsea.
Parker, Marcia Vivian,[2]	Peabody.
Parsons, Helen Gaffney,	Pigeon Cove.
Peachey, Florence Bailey,	Lynn.
Perkins, Susan Stevens,[1]	Everett.
Perley, Charlotte,	Boxford.
Peterson, Marion Crosman,	Chelsea.
Phillips, Edith Elizabeth,	Lynn.
Poor, Ethel Mirriam,	Lynn.
Porter, Bertha Idella,	Gloucester.
Pratt, Eva Louise,	Malden.
Prescott, Dorothy Nutting,	Bradford.
Ramhofer, Lena Louise,	Cambridge.
Reeve, Alice Louise,	Salem.

[1] Three-years course.

[2] Left before the end of the first half year.

Reiman, Elsie May,	Newburyport.
Reynolds, Abbie Elizabeth,	Lynn.
Rose, Lillian Gertrude,	Belmont.
Ruth, Jennie Viola,	Gloucester.
Sargent, Helen Marion,	Groveland.
Scott, Laura Amelia,	Melrose.
Scully, Katherine Veronica,	Chelsea.
Shapiro, Sarah,[2]	Binghamton, N. Y.
Sherry, Mary Josephine,[2]	Peabody.
Simonds, Margaret Story,	Beverly.
Simpson, Mildred Ottilie,	Lynn.
Small, Esther Louise,	Marblehead.
Smith, Lulu Belle,	North Andover.
Smith, Rose Catherine,	Somerville.
Solomon, Genorie Palmer,	Malden.
Stensrud, Lillian Caroline,[2]	Beverly.
Spofford, Celia May,	Melrose Highlands.
Spofford, Lelia Frances,	Melrose Highlands.
Striley, Amy Marguerite,	Danvers.
Sumner, Grace Ria,	Lynn.
Swanson, Gerda Florence,	Pigeon Cove.
Taylor, Sadie Mildred,	Everett.
Tucker, Mabel Hammond,	Marblehead.
Tweeddale, Ruth Barbour,[1]	Lynn.
Walsh, Katharine Frances,	Somerville.
Watson, Margaret Josephine,[1]	Groveland.
Webber, Velma May,	Lynn.
Whalen, Abbie Elizabeth,	Amesbury.
Whitman, Mary Eva,[1]	Beverly.
Wilkins, Imogene,[1]	Everett.
Wilkins, Margaret Taylor,[2]	Danvers.

Special Students, One-year Course.

Coburn, Elizabeth Vienna,	Wakefield.
Gavin, Agnes Mary,	Roxbury.
Giles, Louise,[2]	Beverly.
Irving, Eva Christena,	Somerville.
Philbrook, Susan,	Lynn.
Warner, Annie Mabelle,	Salem.
Woodbury, Bessie Sweetser,[2]	Gloucester.

[1] Three-years course.

[2] Left before the end of the first half year.

Students in the Commercial Course.

Senior Class.

Bruce, Helen,	Rockport.
Cardwell, Nelson Henry,	Springfield.
Daverin, Maude Burbank,	Dalton.
Davis, Augusta Louise,	Amesbury.
Day, Mary Ellen,	Salem.
Fielding, May,	Danvers.
Fitzgerald, Edwina Frances,	Revere.
Giles, Martelle Elsie,	Salem.
Gould, Mary Gertrude,	Danvers.
Healy, Agnes Leona,	Danvers.
Hickey, Florence Augusta,	Wakefield.
Ivers, Mabel Florence,	Salem.
Keith, Nelly Doris,	Salem.
Kennedy, Abbie Jones,	Danvers.
Martin, John Edward,	West Peabody.
Mulligan, Nellie Elizabeth,	Salem.
Oliver, Warren Walton,	Wakefield.
Pearson, Signe Hilda,	Lynn.
Roche, Anna Theodora,	Salem.
Slade, Madeleine Louise,	Danvers.
Standley, Ethel Frances,	Manchester.
Wilbur, Lawrence Winton,	North Raynham.

Junior Class.

Brophy, Elnora Kathleen,	Gloucester.
Clark, Anna Keenan,	Marblehead.
Fisher, Bessie Leone,	Somerville.
Hayward, Beth Sylvia,	South Easton.
Hinchcliffe, Eva Mary,	Stoneham.
Millea, Alice Marie,	Danvers.
Murphy, Mary Agnes,[2]	Lynn.
Pedersen, Dora Christina,	Somerville.
Pedersen, Jennie Maria,	Somerville.
Rock, Sadie Rebecca,	Turners Falls.
de Sloovere, Mary Constance,	Webster.
Wiggin, Lelia May,	Danvers.

[2] Left before the end of the first half year.

Students in Second Year of Three-years Course.

Bagley, Marion Brooks,[2]	Peabody.
Dodge, Mary Prince,	Manchester.
Flaherty, Mary Aloysie,	Salem.
Flynn, Catherine Marie,[2]	Salem.
Hornstein, Dora,	Chelsea.
Managhan, Eliza Agnes,	Amesbury.
Turbett, Alice Rose,	Salem.

Special Students, One-year Course.

Arnold, Jeannie Helena,	Holyoke.
Bates, Alice Cecil,	Bradford.
Henry, Margaret Lee,	Norwalk, Conn.
Hogan, Marie Gertrude,	Dorchester.
Howard, Pauline Sumner,	Mattapan.
Lewis, Bertha,	Holliston.
Lyon, Marguerite Helen,	Dorchester.
MacDow, George Wilson,	Beachmont.
Peabody, Mabel Florence,	Danvers.
Power, Alice Helene Marie,	Dorchester.
Sullivan, Catherine F.,[2]	East Boston.
Weaver, Frances Edna,	Mattapan.

Summary.

Students of the elementary course,	194
Special Students, elementary course,	7
Students of the commercial course,	41
Special students, commercial course,	12
	254

Whole number of students from opening of school,	5,814
Whole number of graduates,	3,062
Number of certificates for one year's work,	77

[2] Left before the end of the first half year.

Certificate Required for Admission to a Preliminary Examination.

_____ 1910.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

This is to Certify that M _____

is a regular graduate of a four years' course of the _____

_____ High School, and that, to the best of my knowledge and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1910.